

# New York State District Report Card Comprehensive Information Report

BEDS Code: 16-16-01-04-0000  
 Name: Brushton-Moira Central School District  
 Superintendent: Earle S. Gregory

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	59	66	57
First	74	63	59
Second	65	70	66
Third	74	65	62
Fourth	60	73	60
Fifth	62	65	72
Sixth	66	65	64
Ungraded Elementary	0	0	0
Seventh	64	70	74
Eighth	75	64	70
Ninth	67	81	64
Tenth	80	71	79
Eleventh	68	74	59
Twelfth	57	68	76
Ungraded Secondary	0	0	0
Total K-12 Enrollment	871	895	862

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.3%	5	0.6%	8	0.9%
Black (Not Hispanic)	2	0.2%	4	0.4%	5	0.6%
Hispanic	3	0.3%	4	0.4%	2	0.2%
White (Not Hispanic)	863	99.1%	882	98.5%	847	98.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	17	15
Common Branch	18	18	19
English Grade 8	18	22	17
Mathematics Grade 8	0	21	17
Science Grade 8	0	25	21
Social Studies Grade 8	19	21	23
English Grade 10	18	23	19
Mathematics Grade 10	0	15	15
Science Grade 10	12	16	23
Social Studies Grade 10	18	26	17

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	336	38.6%	318	35.5%	318	36.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.3%		95.2%		95.1%
<b>Student Suspensions</b>	35	4.0%	46	5.3%	89	9.9%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	17.2%	13.3%	16.8%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	72
Total Other Professional Staff	11
Total Paraprofessionals	6
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	49	17	35%	53	23	43%	66	35	53%
Students with Disabilities	3	0	0%	7	1	14%	2	0	0%
All Students	52	17	33%	60	24	40%	68	35	51%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	12	33	1	4	16	2
Percent	18%	49%	1%	6%	24%	3%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	0	6	8

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		5		2	0.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		5		2	0.8%
Students with Disabilities	Dropped Out	1		4		1	1.7%
	Entered GED Program*	1		2		1	1.7%
	Total Noncompleters	2		6		2	3.3%
All Students	Dropped Out	1	0.4%	9	3.1%	3	1.0%
	Entered GED Program*	1	0.4%	2	0.7%	1	0.3%
	Total Noncompleters	2	0.7%	11	3.7%	4	1.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	40	0	0
	Number of Students with Disabilities	10	0	0
	Number of All Students	50	0	0
	Percent of Enrollment	24%	0%	0%
9-12	Number of General-Education Students	40	263	279
	Number of Students with Disabilities	10	31	19
	Number of All Students	50	294	298
	Percent of Enrollment	18%	100%	107%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	36	75%	31	87%	37	86%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	24	67%	25	72%	21	57%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	4	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	2	#
Science	1	#	1	#	4	#
Reading	2	#	3	#	3	#
Writing	1	#	0	0%	3	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	1	#	2	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	6	83%	3	#
Science	1	#	7	86%	7	57%
Reading	0	0%	4	#	5	80%
Writing	0	0%	0	0%	3	#
Global Studies	4	#	6	83%	1	#
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	65	82	77	6	9	12
Number Scoring 55-100	47	60	60	3	1	3
Number Scoring 65-100	33	41	55	1	0	2
Number Scoring 85-100	11	9	19	0	0	0
Percentage of Tested Scoring 55-100	72%	73%	78%	50%	11%	25%
Percentage of Tested Scoring 65-100	51%	50%	71%	17%	0%	17%
Percentage of Tested Scoring 85-100	17%	11%	25%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	55	78	61	5	2	10
Number Scoring 55-100	39	67	58	3	#	9
Number Scoring 65-100	32	47	53	2	#	6
Number Scoring 85-100	4	7	15	0	#	1
Percentage of Tested Scoring 55-100	71%	86%	95%	60%	#	90%
Percentage of Tested Scoring 65-100	58%	60%	87%	40%	#	60%
Percentage of Tested Scoring 85-100	7%	9%	25%	0%	#	10%
<b>Mathematics B</b>						
Number Tested	0	0	14	0	0	0
Number Scoring 55-100	0	0	4	0	0	0
Number Scoring 65-100	0	0	3	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	29%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	21%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	77	74	74	8	10	12
Number Scoring 55-100	74	67	70	7	6	9
Number Scoring 65-100	54	64	66	3	5	7
Number Scoring 85-100	10	14	24	0	0	1
Percentage of Tested Scoring 55-100	96%	91%	95%	88%	60%	75%
Percentage of Tested Scoring 65-100	70%	86%	89%	38%	50%	58%
Percentage of Tested Scoring 85-100	13%	19%	32%	0%	0%	8%
<b>U.S. History and Government</b>						
Number Tested	60	75	64	7	7	8
Number Scoring 55-100	54	70	58	6	5	6
Number Scoring 65-100	42	61	48	4	3	3
Number Scoring 85-100	7	21	20	0	0	1
Percentage of Tested Scoring 55-100	90%	93%	91%	86%	71%	75%
Percentage of Tested Scoring 65-100	70%	81%	75%	57%	43%	38%
Percentage of Tested Scoring 85-100	12%	28%	31%	0%	0%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	50	46	62	1	1	8
Number Scoring 55-100	50	46	60	#	#	6
Number Scoring 65-100	50	40	54	#	#	6
Number Scoring 85-100	13	11	18	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	75%
Percentage of Tested Scoring 65-100	100%	87%	87%	#	#	75%
Percentage of Tested Scoring 85-100	26%	24%	29%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	63	72	66	7	9	13
Number Scoring 55-100	56	57	42	4	4	4
Number Scoring 65-100	48	45	30	3	1	2
Number Scoring 85-100	12	20	6	0	0	0
Percentage of Tested Scoring 55-100	89%	79%	64%	57%	44%	31%
Percentage of Tested Scoring 65-100	76%	62%	45%	43%	11%	15%
Percentage of Tested Scoring 85-100	19%	28%	9%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	25	30	29	1	0	1
Number Scoring 55-100	25	30	24	#	0	#
Number Scoring 65-100	19	25	18	#	0	#
Number Scoring 85-100	1	5	3	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	83%	#	0%	#
Percentage of Tested Scoring 65-100	76%	83%	62%	#	0%	#
Percentage of Tested Scoring 85-100	4%	17%	10%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			18			0
Number Scoring 55-100			16			0
Number Scoring 65-100			14			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			89%			0%
Percentage of Tested Scoring 65-100			78%			0%
Percentage of Tested Scoring 85-100			39%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	38	22	16	0	0	0
Number Scoring 55-100	36	20	16	0	0	0
Number Scoring 65-100	32	20	15	0	0	0
Number Scoring 85-100	10	8	7	0	0	0
Percentage of Tested Scoring 55-100	95%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	91%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	26%	36%	44%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	5	0	16	0	0	0
Number Scoring 55-100	5	0	15	0	0	0
Number Scoring 65-100	5	0	14	0	0	0
Number Scoring 85-100	2	0	9	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	0%	56%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	17	36	1	1	1	0
Number Scoring 55-100	17	29	#	#	#	0
Number Scoring 65-100	14	24	#	#	#	0
Number Scoring 85-100	5	8	#	#	#	0
Percentage of Tested Scoring 55-100	100%	81%	#	#	#	0%
Percentage of Tested Scoring 65-100	82%	67%	#	#	#	0%
Percentage of Tested Scoring 85-100	29%	22%	#	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	26	96%	18	89%	17	82%
Students with Disabilities	7	100%	4	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	70	10%	16%	57%	17%
	Students with Disabilities	12	33%	8%	58%	0%
	All Students	82	13%	15%	57%	15%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	60	5%	57%	38%	0%
	Students with Disabilities	15	20%	80%	0%	0%
	All Students	75	8%	61%	31%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	70	70	70	8	8	8	78	78	78
Number Scoring 55–64	12	4	4	1	0	0	13	4	4
Number Scoring 65–84	38	2	36	2	0	2	40	2	38
Number Scoring 85–100	10	1	22	0	0	0	10	1	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)